

GOALS and NEEDS/Basic Grant Justification

1. The following questions support the transition process to Perkins IV and the priorities of Nebraska Career Education:
 - a. **Jeff** Review performance data and provide a brief description of how the goals support the performance improvement. Include an evaluation of the sub-populations or program areas that did not perform well. (2,500 character limit maximum which includes spaces)
 - b. Briefly describe the plans to support implementing the Nebraska Career Fields/Clusters model. (2,500 character limit maximum which includes spaces)
2. **Rhonda** Identify the priorities for Perkins IV funds during this program year that support the appropriate year of the five year plan. (2,500 character limit maximum which includes spaces)

GOALS and NEEDS/Basic Grant Activities

Provide detailed information regarding the career education, activities and strategies and select the target area goal(s) below. If these are specific expenditure items, provide detail for those in the narrative. (2,500 character limit maximum which includes spaces)

FIVE YEAR STRATEGIC PLAN/BACKGROUND

1. Describe the process used to develop the 5-year strategic plan for the use of Perkins IV funds. (2,500 character limit maximum which includes spaces) **done**
2. **Jeff** Describe the sources of data and information used and how this data influenced the priorities of the 5-year strategic plan. (2,500 character limit maximum which includes spaces) **done**
3. Perkins IV requires alignment to economic development and workforce priority areas. Describe how the use of labor market information, career interest inventories, and/or other sources of data informed the planning priorities of the 5-year plan. (2,500 character limit maximum which includes spaces)
4. Perkins IV requires a stronger alignment to school improvement processes to support academic attainment and completion. Briefly describe the plans for integrating and coordinating these efforts. (2,500 character limit maximum which includes spaces) **done**
5. Perkins IV requires a link between secondary and postsecondary programs of study. Briefly describe the plans to increase relationships with postsecondary. (2,500 character limit maximum which includes spaces)

FIVE YEAR STRATEGIC PLAN

YEAR 1

Identify the priorities/goals for Year 1 of Perkins that are part of the five year plan.

Carol YEAR 2 through YEAR 5, etc.

Northeast Nebraska Perkins IV Collaboration Grant: ESU's #1, 8 & 17 2010-11

Justification - Basic Grant

1. The following questions support the transition process to Perkins IV and the priorities of Nebraska Career Education:

- a. Review performance data and provide a brief description of how the goals support the performance improvement. Include an evaluation of the sub-populations or program areas that did not perform well.**

Initial student performance data acquired through the individual Nebraska Department of Education Perkins IV Consortium **ESU Report Cards** was the first source of data that was reviewed. Matt Hastings then provided a consolidated Collaboration Report Card reflecting aggregate data of the three ESUs, as reflected below. This data indicated that, as a Collaboration, the state goal was exceeded on all but two core indicators.

Core Indicator, Collaboration Performance/State Goal, Met/Not Met:

1S1 Academic Attainment Reading 79.18/83.00 Not Met*

1S2 Academic Attainment Mathematics 75.95/81.00 Not Met*

2S1 Technical Skill Attainment 64.21/53.00 Met

3S1 Secondary School Completion 83.72/82.00 Met

4S1 Graduation Rate 92.52/84.70 Met

5S1 Secondary School Placement 80.77/73.50 Met

5S1 Nontraditional Participation 34.81/10.50 Met

6S1 Nontraditional Completion 19.98/13.00 Met

*Not met - a Program Improvement Plan is required for those indicators in which reported performance was not within 90% of the State Goal (as per individual ESU).

As a 3-ESU Collaboration, 1S1 Academic Attainment Reading and 1S2 Academic Attainment Mathematics reported for grade level 12 are the lowest performing indicators, and did not meet the state goal. While several districts received 0% for both Reading and Mathematics academic attainment, it is important to note that a 0% could be interpreted in one of two ways: 1) none of the senior concentrators demonstrated mastery on the statewide Reading or Mathematics assessments, or 2) there was negligence or an oversight in NSSRS reporting.

Special guidance and support will need to be provided to those districts in which 0% performance is reported in order to assure accuracy of the data. It is important to first establish credibility of the data before determining specific courses of action needed to improve student performance if, in fact, actual student performance meets or exceeds the State Goals, negating the requirement to implement a Program Improvement Plan.

(Character count 1996)

b. Briefly describe the plans to support implementing the Nebraska Career Fields/Clusters model.

Programs of Study. Through NDE programming workshop opportunities, career educators are receiving support in transitioning from Approved Programs to Programs of Study, including course titles and descriptions, 1-semester courses, and creative delivery (offering courses on an alternating year basis and through distance learning) in order to maximize the educational opportunities for students at the high school and middle school levels.

Through NSSRS trainings, school district reporting personnel will receive assistance in coordinating their curriculum alignment and revision processes with their school management software in order to simplify the process of the Accountability Reporting phase of the Perkins Grant.

Resource Utilization. Additionally, school districts will be encouraged to utilize the free resources that are available, specifically the Nebraska Middle School Careers Curriculum (NMSCC) and Nebraska Career Connections. Opportunities for school district personnel to share their activities and network will be scheduled.

College and Career Readiness. At the core of the Nebraska Career Fields/Clusters model is the central focus of Nebraska Career Education. It is important that these eleven core concepts (ex. Critical Thinking and Problem Solving) become infused throughout all aspects of PreK-12 education. Means of embedding these concepts into district programs will need to be discussed and analyzed, both in appropriateness of each concept at each level as well as how best to ensure that implementation is both systematic and systemic.

(Character count 1569)

2. Identify the priorities for Perkins IV funds during this program year that support the appropriate year of the five year plan.

Design Teams 1 and 2 (consisting of ESU 1, 8 & 17 teacher leaders) will continue to provide leadership for the Northeast Nebraska Perkins IV Collaboration. Last year's participating members in the iPod training (Design Team 2) and laptop training (Design Team 1) will continue during 2011-12. Design Team 2 will be in the 2nd year of rotation, eligible to receive a laptop with corresponding training. Design Team 1 will refine their laptop skills and build upon instructional knowledge and pedagogy. In addition, a third round of Design Team training will begin. Design Team 3 will begin with a Visioning Session in Norfolk in mid-September, followed by iPod training with an emphasis on podcasting and iMovie. All three Design Teams will include student technology partners who will participate in the respective training and assist their teachers in developing a presentation for submission at the 2012 NCE Conference, NETA and/or Summer Tech Institute.

All ESU 1, 8 and 17 collaborating districts will have an opportunity to participate in the Northeast Community College 8th Grade Career Day. To further support career education, teachers will be invited to participate in NE Career Education training at each ESU location.

Strong professional development will be provided throughout the 2011-12 school year. This includes the Nebraska Department of Education Fall In-Services for Business, Family & Consumer Sciences, Agricultural, and Industrial Technology teachers held at Northeast Community College, Stephen Covey's 7 Habits of Highly Effective People, Solid Works/Chief Architect training, Nebraska Educators of Technology Association (NETA), Nebraska Career Education Conference (NCE), and the Summer Technology Institute at Northeast Community College.

(Character count 1771)

1. Describe the process used to develop the 5-year strategic plan for the use of Perkins IV funds.

Initially, the NNNC (Northeast Nebraska Network Collaboration--Educational Service Units 1, 2, 7, 8, and 17) staff developers established a focus group to address Perkins/21st Century Skills at its March 4, 2008 meeting, one day prior to the Perkins Grant Administration meeting in Lincoln. It was felt that inter-ESU collaboration would maximize our efforts and outcomes in establishing a common vision that supports the direction of the new Perkins IV legislation for each of our local ESU school district consortiums. Upon attending the Perkins Grant Administration Meeting on March 5, 2008, 3 ESUs (1, 8, and 17) decided to partner together in developing a common 5-year strategic plan as the **Northeast Nebraska Perkins IV Collaboration**.

On April 29, 2008, ESU 1, 8, and 17 staff developers met with a contingent of Northeast Community College (NCC) staff members to discuss ways in which the ESUs and NCC could collaborate, as NCC is the affiliate community college for ESUs 1, 8, and the eastern half of 17. This was a productive session and a wide variety of opportunities emerged, ranging from specific student and educator activities to shared advisory groups.

Following this meeting, local advisory/teacher coordinator meetings were conducted at each ESU to share and discuss the intent to collaborate across ESUs and with NCC. This was an important step in order to provide opportunities to share and discuss concerns and opportunities and to instill ownership as this process moves forward. The input and involvement of local educators and advisory members will be a vital component in establishing a 5-year strategic plan that meets the current and future educational needs of students and teachers of our 3-ESU area.

The Northeast Nebraska Perkins IV Collaboration staff developers then met to share the information received from their local advisory/teacher coordinator meetings to determine commonalities and to consider district-specific requests as a 5-year plan was formulated. In the end, a plan was established that does the following: addressed data trends, supported and emphasized professional development, connected with higher education and local business and industry, and focused on curriculum and specific student learner experiences and outcomes.

(Character count 2280)

2. Describe the sources of data and information used and how this data influenced the priorities of the 5-year strategic plan.

Initial student performance data acquired through the individual Nebraska Department of Education Perkins IV Consortium **ESU Report Cards** was the first source of data that was reviewed. Matt Hastings then provided a consolidated Collaboration Report Card reflecting aggregate data of the three ESUs. This data indicated that, as a Collaboration, the state goal was exceeded on all but two core indicators.

As a Collaboration, 1S1 Academic Attainment Reading and 1S2 Academic Attainment Mathematics reported for grade level 12 are the lowest performing indicators, and did not achieve the state goal. While several districts received 0% for both Reading and Mathematics academic attainment, it is important to note that a 0% could mean one of two possibilities: 1) none of the senior concentrators demonstrated mastery on the statewide Reading or Mathematics assessments, or 2) negligence or an oversight in NSSRS reporting. For now, our focus will be to provide support in accuracy of reporting.

Other Sources of Information. Once a Design Team approach was decided upon (based on survey data received from teachers), feedback from NDE regarding the ineffectiveness of 1-stop workshops was considered, and a 3-year professional development series was implemented, aimed at providing 21st century teaching and learning experiences for both teacher and student in the classroom. The uniqueness of this training is that student partners accompany teachers at each session. The direction of the training has been determined widely through Mark Billington (Apple) and Lynne Herr (ESU #6), in addition to tech trainers from each ESU, the goal of which has been to engage students and teachers in challenge-based learning experiences through technology.

(Character count 1753)

3. Perkins IV requires alignment to economic development and workforce priority areas. Describe how the use of labor market information, career interest inventories, and/or other sources of data informed the planning priorities of the 5-year plan.

According to the information that was shared at the March 4, 2008 Perkins Grant Administration meeting in Lincoln, the jobs most in demand, both nationally and in Nebraska, are related to occupations in technology and health services. Coincidentally, Northeast Community College in Norfolk is planning an expansion of its nursing program in collaboration with the University of Nebraska Medical Center and Norfolk's Nucor Corporation plans to add up to 400 technology-related jobs in its proposed detailing center the next ten years.

One aspect of the Northeast Nebraska Perkins IV Collaboration 5-year plan entails the hiring of a Career Academy Coordinator who will work with an educator Design Team, an Advisory Council, Northeast Community College and local business and industry in creating high school Career Academy opportunities that focus on preparing students for high skill, high wage, and high demand employment opportunities that will become available in northeast Nebraska.

At the outset, one responsibility of the Design Team will be to collect and analyze data that will be shared with the Advisory Council as decisions are made regarding the direction of the 5-year plan.

(Character count 1187)

4. Perkins IV requires a stronger alignment to school improvement processes to support academic attainment and completion. Briefly describe the plans for integrating and coordinating these efforts.

The Continuous Improvement Process (CIP) will be the foundation as ESU #1, 8 & 17 seek collaboration while transitioning to Perkins IV (ie: setting the goal, planning to improve, and implementing the plan). In addition, many of the current Career Education teachers are already serving on CIP committees back at the district and are leading their colleagues through the process.

As the Northeast Nebraska Perkins IV Collaboration coordinators, we will use CIP language and strategies to support Perkins IV when working with career education educators, students and district administrators. This will include, but is not limited to, the following: a deeper understanding of programs of study and its partnership between academics and career education; articulated efforts between secondary and post-secondary and/or work to further support academic attainment and graduation; and the development of 21st Century teaching and learning skills.

Continuous improvement is continuous. By maximizing our efforts across educational service units, we will be able to support the goals of CIP: integrating activities and programs, incorporating researched practices, and identifying strategies for increased student achievement.

(Character count 1222)

5. Link between secondary and postsecondary programs. Briefly describe plans to increase relationships with postsecondary.

A planning meeting was held Tuesday, April 29, 2008 at Northeast Community College with Rhonda Jindra, ESU #1, Carol Jessen, ESU #8 and Jeff McQuistan, ESU #17. Additional planning partners from Northeast Community College included Brandi Rossman, Director of New Beginnings/Special populations; Cindy Baum, Tech Prep/High School transitions between Secondary/Post-Secondary; and Lyle Kathol, Dean of Applied Technology. Bev Newton, NDE Perkins monitor for ESU #1 and #8, was also present to provided insight into the 5 year planning process.

The group discussed connections between Northeast Community College and the Northeast Nebraska Perkins IV Collaboration schools. The focus of the visioning was what is good for students. Areas for collaboration include: Career Days at Northeast Community college for 8th grade students, staff developers and college faculty working together to facilitate teaching/learning, creating a Design Team representing ESUs and Northeast Community College to explore and create collaboration possibilities over the 5 year Perkins IV Grant.

In order to increase relationships with postsecondary it was agreed that regular meetings be scheduled, communication about grant activities be more widely shared, a common advisory committee will be created, and alignment of Perkins grant proposals between the Northeast Nebraska Perkins IV Collaboration proposal and the Northeast Community College proposal to identify where goals overlap and where resources can be utilized be studied.

(Character count 1516)

6.	<p>*Describe strategies used to ensure that career education students are taught to the same standards as all other students.</p> <p>NNP4C career educators were provided a unique opportunity in which to partner with academic educators through the Problem-Based Case Learning (PBCL) workshop series that was facilitated by Erika Volker, director of Partnerships for Innovation. In this workshop, educators identified a community-based problem that they and their students would work together in which to devise and subsequently propose a solution. This venture gave students an opportunity to work with real community-based problems, in addition to experience a self-directed curriculum that utilized technology and embodied rigor, relevance, and relationships in a problem-solving environment. By involving academic educators with career educators, standards-based education learning was provided an avenue in which to be applied.</p>
----	---

7.	<p>*Describe strategies used to encourage career education students at the secondary level to enroll in challenging core academic subjects. (Secondary only)</p> <p>Awareness and interest in specific careers has been achieved through a variety of means. NNP4C school districts have utilized the Nebraska Career Connections website and the C4C Curriculum for Careers online resource.</p> <p>Another avenue that has been actively pursued has been the Northeast Community College 8th Grade Career Day. This 1-day event involves students completing the CAPS COPS COPEs Assessment prior to the campus visit in which they receive a breakdown of their individual abilities, interests, and attitudes. Students then conduct an online research activity on O*NET and complete a budget activity based on their career interests.</p> <p>The development of Personal Learning Plans has been the greatest benefit to all students at the secondary level, including career education students. Through the leadership provided by school counselors at the middle school level, parents and their students have partnered with school personnel, whether that be the school counselor or an appointed advisor, to chart a 4-year high school plan based on future career and academic interests.</p> <p>Through these middle school experiences, students are exposed to experiences that challenge them to think about their futures. In turn, they are then more likely to enroll in high school courses by design, rather than by default.</p> <p>High school students who take advantage of the Health Science career academy will have an opportunity to complete a medical terminology course, which has been reportedly proven to be a challenging course for most high school students.</p>
----	---

8.	<p>*Describe strategies used to assist special populations to overcome barriers that result in lowering rates of access to or lowering success in NCE programs and to provide programs that assist special populations to meet the adjusted levels of performance and prepare for high skill, high wage and high demand occupations. Include a description of strategies used to ensure special populations will not be discriminated against on the basis of their status as members of special populations.</p> <p>Standard elements of a student's Individualized Education Plan (IEP) are modifications and accommodations designed to level the playing field for members of special populations. These modifications and accommodations actually enhance the educational</p>
----	---

	<p>experience for special population students so that they are provided an opportunity</p> <p>Through various ability assessments (Caps-Cops-Copes, Kuder, PLAN, etc.), special population students become aware of the strengths that they possess. Students are then enabled to determine a career direction and select the courses they need to best prepare them to be productive and responsible members of society.</p> <p>Transition programs and special programs like TeamMates have proven to be very successful with students-at-risk. A key component to these programs is connecting students with adult mentors so that students have the opportunity to interact, associate, and develop appropriate relationships with individuals who model responsible and productive behavior.</p> <p>Community-based work projects also focus on the mentoring of teenage youth. These work projects have also given special population students the opportunity to have supervised real-life work experiences. An added advantage is the message that the public receives. By providing these experiences, the bias that the public may have regarding individuals with challenges is tempered through the acknowledgment that everyone who possesses the Essential Knowledge and Skills needed to be employed can be successful.</p>	
--	--	--

9.	<p>*Describe efforts to improve recruitment and retention of NCE teachers and efforts to improve transition to teaching from business and industry.</p> <p>Teacher recruitment efforts have been positively impacted through the availability of trade certificates, a fast-track program to move individuals with a business/industry degree to education. This is a win-win scenario for school districts, motivated adults who have acquired important real-life work experience, and for students. Jim McKenney, Industrial Tech educator at Keya Paha County School for 11 years, is an example of how this experience has proven to be beneficial. Year after year, Jim has taken students to the National SkillsUSA Conference, where they have consistently performed at the top of the competition, in addition to being elected to numerous offices. This is a testament to the effectiveness of the trade certificate.</p> <p>Additionally, school districts have also been successful in utilizing emergency certificates for individuals who have specialized skills in career education, but who lack the necessary coursework to be properly endorsed.</p>	
----	--	--

Retention of teachers has been enhanced through the support they have received in receiving professional development to keep them at the cutting edge of their respective programs. Annually, career educators have been supported through paid registrations and stipends to attend such professional development as the NCE Conference, SkillsUSA, and Seven Habits of Highly Effective People, in addition to technology training provided by the ESU. Through these efforts, there has been very little turnover in career educators in the NNP4C.

Additionally, the Association for Career and Technical Educators of Nebraska (ACTEN) has been instrumental in supporting the efforts of Nebraska Career Education by providing leadership opportunities, acknowledging excellence in education, promoting professional development, and supporting legislative action that is in the best interest of career education.

For each year, the following question is asked:

1. Identify the priorities/goals for Year 1 of Perkins that are part of the five year plan.

5 year Strategic Goal:

Developing 21st Century Teachers and Learners

Year 1 (2008-2009)

Create a Design Team (consisting of ESU #1, 8 & 17 teacher leaders) to formulate long-range goals and an implementation plan appropriate for the next five years. The goals and implementation plan will include Career Fields/Clusters integration, Programs of Study and curriculum alignment, Career Academy development and the creation of a common Advisory Council for the Northeast Nebraska Perkins IV Collaboration and Northeast Community College.

Provide district team professional development experiences. Experiences will include Problem-Based Case-Based instruction where teaming opportunities will be encouraged between Career and Academic education. The presenter/facilitator will incorporate the 21st Century Skills Framework and the Rigor & Relevance Framework into the content and delivery of the Institute.

Provide individual professional development opportunities. Any interested Career Education teacher will be able to participate in strategic professional development such as the Nebraska Career Education Conference and NETA, and software explorations such Nebraska Career Connections, Solid Works/Chief Architect, Angel, wikis and blogs.

Participate in the 8th Grade Career Day at Northeast Community College. Students will complete assessment instruments prior to the event, and use the results during their on-site visit. The Career Day will focus on Career Fields/Clusters pathways and specialties, as well as foundational skills and knowledge.

[\(check Secondary/Postsecondary Alignment; Programs of Study, Curriculum Development; Professional Development; School Counseling and Career Guidance\)](#)

(Character count 1459)

Year 2 (2009-2010)

The vision of the Design Team will continue to be expanded as it will be invited to attend an Apple Briefing in Cupertino, California at which a facilitated discussion will take place involving the following themes: 21st Century Learning: what works and what doesn't, 21st Century Classroom Design, and New Careers. In addition, the Design Team will begin visioning for a 21st Century Skills Showcase.

Professional development efforts will continue. For a second year, Covey's 7 Habits of Highly Effective People will be held to support the Essential Knowledge and Skills at the center of the NCE Career Education Model. Additional training in Leadership curriculum, Time Management, and 7 Habits of Highly Effective Teens will also be offered. Individual professional development will again be provided to support increased technology integration

(Nebraska Career Connections, SolidWorks/Chief Architect, Angel, wikis, blogs and podcasting). Perkins IV funds will be used to support attendance at the NETA and NCE Conferences and the NNNC Summer Tech Institute.

Perkins IV funds will also help to support the school district participation at Northeast Community College's 8th Grade Career Days.

(Character count 1227)

Year 3 (2010-2011)

The Design Team will continue in a leadership role in the consortium. The team members will be provided an up-to-date laptop computer to further focus on 21st century teaching and learning skills. Students will partner with the teachers at this training. Team members will develop projects for showcasing 21st Century teaching and learning at various upcoming conferences (NETA, NCE, NCCC Summer Technology Institute).

An October visioning session will be held with Career Education teachers that will participate in iPod Touch training during the 2010-11 school year. These teachers will receive an iPod Touch and training on how to use this tool for teaching/learning. Students will partner with the teachers at this training.

Individual professional development will support the Technology Framework for 21st Century learners. This training will include additional work with Nebraska Career Connections, Programs of Study and curricular decisions, as well as specific technology integration (ANGEL, wikis, blogs, podcasting and SMART boards). Financial resources will be available for attending professional conferences, including NETA, NCE, HSTW, NNNC Summer Technology Institute, and the ACTE Conference.

The Northeast Community College 8th Grade Career Day and Nebraska Career Connections network/training will be made available to all participating consortium districts.

The 7 Habits of Highly Effective People professional development will be presented to teachers. Follow-up to trainings will be provided using ANGEL and face-to-face networking for those teachers that received 7 Habits training in the first two years of this grant.

High Schools That Work (HSTW) will focus on student engagement and high student expectations. The consortium will partner with other Perkins consortiums in a statewide effort to bring these teaching strategies to high school teachers.

The Advisory Committee structure for the Northeast Nebraska Perkins IV Consortium will be more closely aligned to capture the input from various partners through collaboration with Career Academies, Partner for Innovation, and other statewide initiatives.

(Character count 2152)

Year 4 (2011-12)

The Design Teams will continue in a leadership role in the Northeast Nebraska Perkins IV Collaborative grant. The design team members will be provided up-to-date equipment, resources and professional development to focus on 21st century teaching and learning skills. Students will partner with teachers at all educational trainings.

A September visioning session will be held with Career Education teachers who will participate in iPod Touch training during the 2011-12 school year. These teachers (Design Team 3) will receive an iPod Touch and training on how to use this tool for teaching/learning. Design Team 2 educators will receive laptop computers and training on creative integration of technology into student projects for improvement of student learning.

Design Team 1 will individualize professional development that supports the Technology Framework for 21st Century learners. Team members will develop projects for showcasing 21st Century teaching and learning at various upcoming conferences (NETA, NCE, NCCC Summer Technology Institute).

Other professional development includes additional work with Nebraska Career Connections, Programs of Study and curricular decisions, as well as specific technology integration (ANGEL, wikis, blogs, podcasting and SMART boards). Financial resources will be available for attending professional conferences, including NETA, NCE, HSTW, NNNC Summer Technology Institute, and the ACTE Conference.

The Northeast Community College 8th Grade Career Day and Nebraska Career Connections network/training will be made available to all participating districts.

Leadership Greatness professional development will be presented to teachers. This training is provided to the educators that have previously studied the 7 Habits of Highly Effective People.

The Advisory Committee structure for the Northeast Nebraska Perkins IV Collaboration will be more closely aligned to capture the input from various partners through collaboration with Career Academies, Partner for Innovation, and other statewide initiatives.

As the 21st Century Teaching and Learning Showcase nears, the Design Team will refine the structure of the professional development experience.

(Character Count 2204)

Year 5 (2012-2013)

The Design Team will facilitate the 21st Century Teaching and Learning Showcase. This Showcase will provide Career Education and Academic teachers an opportunity to highlight their professional growth throughout Perkins IV implementation. This growth may include team-teaching, facilitation strategies, curriculum alignment (identifying what courses are really needed to teach/facilitate in the 21st Century), instructional strategies, and technology integration. In addition to the Showcase, the Design Team will serve as an integral part of the next round of Perkins planning.

District and individual professional development will continue. Preparing for the Showcase will provide participants an avenue for sharing what they've learned and best hopes for the future. In addition, continued technology integration experiences will be provided, as well as opportunities for curriculum alignment—across disciplines as well as within individual disciplines.

Northeast Community College will continue to play an active role in the 8th Grade Career Days, the collaborative Advisory Council, Perkins Grant planning, and Career Academy implementation.

(Character count 1169)

Basic Grant Activities - ESU #1

Goal 1. Organization and Structure for Implementing Perkins IV

Administration 5% = \$1295.00

Partnership for Innovation 10% = \$2591.00 to support the development of statewide systems, including secondary postsecondary articulations; accountability and data systems connections; technical skill assessment development; enhanced and strategies professional development activities through participation in the statewide Perkins consortia.

NENCAP Career Academy = \$1000.00 membership contribution to support the Northeast Nebraska Career Academy Partnership; \$500 travel expenses with attending 2 career academy meetings @ \$250/meeting

(check boxes: Alignment to Regional Economics and High Skill, High Wage, and High Demand Careers, Innovative Delivery Models)

Goal 2. Professional Development for Implementing Perkins IV

EDUCATOR SUPPORT = \$6958.00

Year 1 Visioning = \$1835.00 Expenses for 3 ESU #17 career educators to attend Year 1 professional development training using an iPod as a learning/teaching tool; \$300/iPod, \$45/accessories, \$100/lodging/night (2 nights) for 3 teachers, \$200 facility fee

Year 1 Visioning Follow-up = \$45.00 Meals associated with 1-day follow-up session; \$15/meal (3 teachers)

Year 2 Creativity = \$3090.00 Expenses for 2 ESU #17 career educators to attend Year 2 professional development training using a laptop to create educational podcasts; \$1000/laptop, \$15/meal/day (3 days), \$1000/facilitator fee

Local Programs of Study = \$1988.00 Costs associated with enhancing local programs of study opportunities; \$994 for 2 schools

CAREER PLANNING = \$3150.00

ESU Career Day = \$3075.00 8th grade students will complete an interest inventory/skills assessment to determine potential career field possibilities. The results of this assessment will then be used to create a hypothetical budget and conduct further career exploration. Northeast Community College hosts this event; \$30/student for 100 students, \$15/meal (5 counselors) to attend orientation/planning session

Nebraska Career Connections = \$75.00 Nebraska Career Connections training; \$15/meal (3 teachers)

CONTENT-SPECIFIC TRAINING = \$555.00

SolidWorks/Chief Architect training = \$420.00; 15/meal and \$125/substitute reimbursement (3 teachers)

NDE-sponsored workshops = \$135.00; 15/meal (9 teachers) for meal costs associated with attending BMIT, FCS, and Ag/IT NDE workshops

PERSONAL TRAINING = \$9860.00

7 Habits of Highly Effective People = \$2860.00 Costs for 4 teachers to attend workshop to improve personal and professional effectiveness; \$145/stipend (3 days), \$15/meal (3 days), \$70/lodging (2 nights), \$85/manual; \$100 facility fee

Professional Conferences = \$7000.00 Educators will be supported financially to attend professional development activities pertinent to their fields, ex. NCE Conference, NETA, NNNC Summer Technology Institute, ACTE, etc.; \$500/stipend (10 educators), \$200/registration (10 educators)

(check boxes: Student Achievement, Programs of Study & Curriculum Development, Innovative Delivery . . ., Professional Development, School Counseling)

Basic Grant Activities - ESU #8

Goal 1. Organization and Structure for Implementing Perkins IV

Administration 5% = \$3514.00 (code 600).

Partnership for Innovation 9% = \$6326.00 (code 300) to support the development of statewide systems, including secondary postsecondary articulations; accountability and data systems connections; technical skill assessment development; enhanced and strategic professional development activities through participation in the statewide Perkins consortia.

NENCAP Career Academy = \$7500 (code 300) membership contribution to support the Northeast Nebraska Career Academy Partnership.

Advisory Committee Meetings = \$210 (code 600) to support involvement of local stakeholders at 2 Advisory Committee Meetings; \$15/meal (6 members + coordinator).

(check boxes: Alignment to Regional Economics and High Skill, High Wage, and High Demand Careers, Innovative Delivery Models)

Goal 2. Professional Development for Implementing Perkins IV

EDUCATOR SUPPORT = \$18630

Year 1 Visioning = \$3720.00. Expenses for six ESU8 career educators to attend Year 1 professional development training using an iPod as a learning/teaching tool; \$300/iPod, \$150/accessories (code 400), \$70/lodging, \$15/meals (2 nights) for 6 teachers (code 600).

Year 1 Visioning Follow-up = \$510.00. Expenses for six ESU8 career educators to attend 1 day follow-up training; \$70/lodging, \$15/meal for 6 teachers (code 600).

Year 2 Creativity = \$8700.00. Expenses for six ESU8 \$1000/laptop, \$300/accessories (code 400), \$70/lodging for 3 teachers for 3 nights (code 600), \$15/meals for 6 participants for 3 days (code 600).

Year 3 Collaboration = \$5700. Expenses for six ESU8 career educators to attend professional development training using an iPad and Web 2.0 tools in collaboration with other educators; \$700/iPad (code 400), \$70/lodging for 3 teachers for 3 nights, \$15/meals for 6 participants for 3 days (code 600). Consultant fee-\$600 (code 300).

CAREER PLANNING = \$13950.00

ESU Career Day = 450 eighth grade students will complete an interest inventory/skills assessment to determine potential career field possibilities. The results of this assessment will then be used to create a hypothetical budget and conduct further career exploration. Northeast Community College hosts this event; \$30/student for 450 students (code 300).

Nebraska Career Connections = \$450.00 Nebraska Career Connections training; \$15/meal for 30 teachers (code 600).

CONTENT-SPECIFIC TRAINING = \$1825.00

SolidWorks/Chief Architect training = \$1000.00 (code 300); 15/meal for 10 teachers (code 600)

NDE-sponsored workshops = \$675.00; 15/meal for 45 teachers for meal costs associated with attending BMIT, FCS, and Ag/IT NDE workshops (code 600)

PERSONAL TRAINING = \$18332.00

7 Habits of Highly Effective People = \$7600.00 Costs for 10 teachers to attend workshop to improve personal and professional effectiveness; \$140/stipend for 3 days (code 300), \$15/meal/3 days), \$70/lodging/3 nights (code 600), \$85/manual (code 400).

Professional Conferences = \$10732.00 Educators will be financially supported to attend professional development activities pertinent to their fields, ex. NCE Conference, NETA, NNNC Summer Technology Institute, ACTE, etc.; Stipends/registrations are calculated at \$140 per day, registration fees at approximately \$200. These professional development funds will serve approximately 50 career educators (code 600).

(check boxes: Student Achievement, Programs of Study & Curriculum Development, Innovative Delivery . . ., Professional Development, School Counseling)

Basic Grant Activities - ESU #17

Goal 1. Organization and Structure for Implementing Perkins IV

Administration 5% = \$1074.00

Partnership for Innovation 9% = \$1934.00 to support the development of statewide systems, including secondary postsecondary articulations; accountability and data systems connections; technical skill assessment development; enhanced and strategies professional development activities through participation in the statewide Perkins consortia.

NENCAP Career Academy = \$2500.00 membership contribution to support the Northeast Nebraska Career Academy Partnership

Advisory Committee Meetings = \$120.00 to support involvement of local stakeholders at 2 Advisory Committee Meetings; \$15/meal (3 members+coordinator)

(check boxes: Alignment to Regional Economics and High Skill, High Wage, and High Demand Careers, Innovative Delivery Models)

Goal 2. Professional Development for Implementing Perkins IV

EDUCATOR SUPPORT = \$7030.00

Year 1 Visioning = \$2115.00 Expenses for 3 ESU #17 career educators to attend Year 1 professional development training using an iPod as a learning/teaching tool; \$300/iPod, \$150/accessories, \$70/lodging, \$15/meals (3 nights) for 3 teachers

Year 1 Visioning Follow-up = \$340.00 Expenses for 3 ESU #17 career educators to attend 1-day follow-up training; \$70/lodging, \$15/meal (3 teachers+coordinator)

Year 2 Creativity = \$1810.00 Expenses for 1 ESU #17 career educator to attend Year 2 professional development training using a laptop to create educational podcasts; \$1000/laptop, \$300/accessories, \$70/lodging, \$15/meal (3 days) (1 teacher+coordinator)

Year 3 Collaboration = \$2765.00 Expenses for 2 ESU #17 career educators to attend Year 3 professional development training using an iPad and web 2.0 tools in collaboration with other educators; \$700/laptop, \$70/lodging, \$15/meal (3 days) (2 teachers+coordinator)

CAREER PLANNING = \$195.00

Nebraska Career Connections = \$195.00 Nebraska Career Connections training; \$15/meal (12 teachers+coordinator)

CONTENT-SPECIFIC TRAINING = \$260.00

SolidWorks/Chief Architect training = \$170.00; \$70/lodging, \$15/meal (2 teachers)

NDE-sponsored workshops = \$90.00; Meal costs associated with attending BMIT, FCS, and Ag/IT NDE workshops; \$15/meal (5 teachers+coordinator)

PERSONAL TRAINING = \$8376.00

7 Habits of Highly Effective People = \$2775.00 Costs for 3 teachers to attend workshop to improve personal and professional effectiveness; \$500/stipend, \$85/manual (3 teachers); \$70/lodging (3 nights), \$15/meal (3 days) (3 teachers+coordinator)

Professional Conferences = \$5600.00 Educators will be supported financially to attend professional development activities pertinent to their fields, ex. NCE Conference, NETA, NNNC Summer Technology Institute, ACTE, etc.; \$500/stipend (8 educators), \$200/registration (8 educators)

(check boxes: Student Achievement, Programs of Study & Curriculum Development, Innovative Delivery . . ., Professional Development, School Counseling)